



GRADE 11

ENGLISH FIRST ADDITIONAL LANGUAGE

JUNE EXAMINATION

PAPER 3

MEMORANDUM

**SECTION A: ESSAY****QUESTION 1**

- Learners are required to write on ONE topic only.
- Full credit must be given for the learner's own interpretation.
- Use the 50-mark assessment rubric to mark the essays.

**Narrative**

(50)

- If narrative, the essay must have a strong story line, usually written in the past tense.
- The essay must have an interesting ending.

**Descriptive**

(50)

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

**Argumentative**

(50)

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic.
- The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- The essay must convey a personal response to the issue.

**Reflective**

(50)

- If reflective, the essay should convey emotional reactions and feelings regarding being wiser.

**Discursive**

(50)

- The essay must be objective and give a balanced view of both sides of the argument.
- The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**Interpretation of pictures**

(50)

- The candidate may interpret the pictures in any way.
- The candidate may choose to write ANY type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense

**TOTAL SECTION A: [50]**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

- Learners are required to answer ONE question.
- Use the 30-mark assessment rubric to mark the responses in this section.

**2.1 DIALOGUE**

- The tone must be informal
- The following ideas may be explored, among others:
  - o A brief scenario (context) must be sketched before the speakers start speaking.
  - o The names of speakers must appear on the left-hand side of the page.
  - o A colon must appear after the name of each speaker.
  - o A new line must be used to indicate each speaker.
  - o Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas may be explored, among others:
  - o Principal's fact-finding mission regarding an incident of drug abuse. **[30]**

**2.2 AGENDA AND MINUTES OF MEETING**

- The language and register should be appropriate to the audience of the meeting.
- The agenda and minutes should be arranged separately.
- The items in agenda should correlate with those in minutes.
- Minutes should be relevant to the occasion (should address the specific content of meeting).
- A logical and appropriate arrangement of items should be evident.
- Full sentences are not necessary. **[30]**

### 2.3 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - o Full name of the deceased
  - o Date of birth
  - o Date of death
- The following information may also be included:
  - o Birth place
  - o Where the person was living at the time of death
  - o Key survivors
  - o Biographical information
- Content should include the following, among others:
  - o Promotion of local services.
  - o A tribute must also be paid to the deceased

**[30]**

### 2.4 FORMAL LETTER

- The letter should be addressed to the local councilor.
- The tone and register should be formal.
- The following aspects of format should be included:
  - o Address of sender o Date
  - o Address of recipient (local councilor)
  - o Greeting o Subject line
  - o Suitable ending
  - o Signature
  - o Name of sender
- The following information should be included, among others:
  - o Project outline
  - o Explanation on how project will benefit the community.

**[30]****TOTAL SECTION B: [30]**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3**

- Learners are required to answer ONE question.
- Use the 20-mark assessment rubric to mark the responses in this section.

**3.1 ADVERTISEMENT**

- Persuasive language and catchy phrases should be used.
- Provide adequate information about the fundraiser being advertised.
- An appeal to support the fundraiser should be made.
- No marks are awarded for illustrations. **[20]**

**3.2 DIARY ENTRY**

- There should be ONE entry.
- The entry must bear a date.
- The tone must be personal.
- The following details about content should be included, among others:
  - o Feelings after the assembly address. **[20]**

**3.3 INSTRUCTIONS**

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence. **[20]**

**TOTAL SECTION C: [20]****GRAND TOTAL: [100]**

**ANNEXURE A: MARKING RUBRICS****ASSESSMENT RUBRIC FOR THE ESSAY (50 MARKS)**

CRITERIA		Exceptional 28-30	Skilful 22-24	Moderate 16-18	Elementary 10-12	Inadequate 4-8
<b>CONTENT</b> Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text	Upper level	Outstanding response beyond normal expectations; Intelligent, thought-provoking and mature ideas; Exceptionally well-organised and coherent, including introduction, body and conclusion	Very well-crafted response; Fully relevant and interesting ideas with evidence of maturity; Very well-organised and coherent, including introduction, body and conclusion	Satisfactory response; Ideas are reasonably convincing; Reasonably organised and coherent including introduction, body and conclusion	Inconsistently coherent response; Unclear ideas and unoriginal; Little evidence of organisation and coherence	Totally irrelevant response; Confused and unfocused ideas; Vague and repetitive; Unorganised and incoherent
	Lower level	Excellent response but lacks the exceptionally striking qualities of the outstanding essay; Mature and intelligent ideas; Skilfully organised and coherent including introduction, body and conclusion	Well-crafted response; Relevant and interesting ideas; Well organised and coherent, including introduction, body and conclusion	Satisfactory response but some lapses in clarity; Ideas are fairly coherent and convincing; Some degree of organisation and coherence including introduction, body and conclusion	Largely irrelevant response; Ideas tend to be disconnected and confusing; Hardly any evidence of organisation and coherence	No attempt to respond to the topic; Completely irrelevant and inappropriate; Unfocused and muddled
<b>30 MARKS</b>	Upper level	25-27	19-21	13-16	7-9	0-3
	Lower level	14-15	11-12	8-9	5-6	0-3
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Language confident, exceptionally impressive; Compelling and rhetorically effective in tone; Largely error-free in grammar and spelling; Punctuation, grammar and spelling	Upper level	Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Language confident, exceptionally impressive; Compelling and rhetorically effective in tone; Virtually error-free in grammar and spelling; Exceptionally, skilfully crafted	Tone, register, style, vocabulary very appropriate to purpose, audience and context; Language is effective and a consistently appropriate tone is used; Largely error-free in grammar and spelling; Very well crafted	Tone, register, style, vocabulary appropriate to purpose, audience and context; Appropriate use of language to convey meaning; Tone is appropriate; Rhetorical devices used to enhance content	Tone, register, style, vocabulary less appropriate to purpose, audience and context; Very basic use of language; Tone and diction are inappropriate; Very limited vocabulary	Language incomprehensible; Tone, register, style, vocabulary not appropriate to purpose, audience and context; Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13	10	7	4	
<b>STRUCTURE</b> 5 MARKS	Upper level	5	4	3	2	0-1
	Lower level	Excellent development of topic; Exceptional detail; Sentences, paragraphs exceptionally well-constructed	Logical development of topic; Coherent; Sentences, paragraphs are logical and varied	Relevant details developed; Sentences, paragraphs well-constructed; Essay still makes sense	Some valid points; Sentences and paragraphs faulty; Essay still makes some sense	Necessary points lacking; Sentences and paragraphs faulty; Essay lacks sense

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL WRITING (30 MARKS)**

<b>CRITERIA</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT</b> Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text  <b>18 MARKS</b>	<b>15-18</b> Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format	<b>11-14</b> Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies	<b>8-10</b> Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies	<b>6-7</b> Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights	<b>0-4</b> Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format
<b>STRUCTURE AND LANGUAGE</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10-12</b> Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well-constructed; Virtually error-free	<b>8-9</b> Tone, register, style, vocabulary very appropriate to purpose, audience and context; Generally grammatically accurate and well-constructed; Very good vocabulary; Mostly free of errors	<b>6-7</b> Tone, register, style, vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning	<b>4-5</b> Tone, register, style, vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured	<b>0-3</b> Tone, register, style, vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired



**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL WRITING (20 MARKS)**

<b>CRITERIA</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT</b> Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text  <b>12 MARKS</b>	<b>10-12</b> Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format	<b>8-9</b> Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies	<b>6-7</b> Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies	<b>4-5</b> Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights	<b>0-3</b> Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format
<b>STRUCTURE AND LANGUAGE</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7-8</b> Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well-constructed; Virtually error-free	<b>5-6</b> Tone, register, style, vocabulary very appropriate to purpose, audience and context; Generally grammatically accurate and well-constructed; Very good vocabulary; Mostly free of errors	<b>4</b> Tone, register, style, vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning	<b>3</b> Tone, register, style, vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured	<b>0-2</b> Tone, register, style, vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired